



# Whitehorse Manor Junior School

*Part of the Pegasus Academy Trust*



**Head of School: Ms N. Achenbach**

**Executive Headteachers: Mr J. Roberts & Ms L. Sampson**

**Chair of Academy Council: Mr R. Hill**



# THE PEGASUS ACADEMY TRUST

Executive Headteachers:  
Mr M J Roberts & Ms L D Sampson  
Head of School: Ms N Achenbach



WHITEHORSE MANOR  
INFANT SCHOOL



ECCLESBOURNE  
PRIMARY SCHOOL



WHITEHORSE MANOR  
JUNIOR SCHOOL



BEULAH INFANT &  
NURSERY SCHOOL



CYPRESS  
PRIMARY SCHOOL

## Welcome to Whitehorse Manor Junior School



Nina Achenbach

Whether you are a parent / carer looking for the right school for your child, or a prospective employee of the school, we hope that this information will be useful to you. We have tried to include as much information as possible, but please feel welcome to come and see us personally if you need any other information.

At Whitehorse Manor, we believe that children achieve best when there is a partnership between home and school. We will do everything we can to foster this. We value the fact that the children and staff at this school come from very varied backgrounds and from different countries around the world. Our community is made up of different races and religions and many staff and children speak languages other than English. We think this makes us a privileged community.

We make every effort to keep you well informed about the school and what is going on. We do this through regular newsletters, text messages and our website, which can be found at [www.pegasusacademytrust.org](http://www.pegasusacademytrust.org)

We pride ourselves in the fact that our curriculum is designed for the children in our community. We place particular emphasis on the basic skills of literacy and numeracy, and have additional provision for sport and music. We have a wide range of extra-curricular activities and we involve every child in whole school productions. We are proud to have been recognised as a good school with outstanding features by OfSTED in 2017. We are happy to have you on-board.

### **Nina Achenbach**

*Head of School*

### **Jolyon Roberts & Lynne Sampson**

*Executive Headteachers  
Pegasus Academy Trust*

**WHITEHORSE MANOR JUNIOR SCHOOL**

Whitehorse Road, Thornton Heath, Surrey CR7 8SB

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## Admissions

Applications for places at Whitehorse Manor Junior School are handled by the school office in accordance with Croydon Council procedures. Parental preference is the overriding factor in the school's allocation of school places. The school will not choose which pupils are to be admitted. When the school is over-subscribed, places will be allocated by a non-selective process which is as fair as possible.

### *Allocating Places*

If the number of first preferences is smaller than or equal to the number of places at a school, all first preference applicants will be offered a place.

If the number of first preferences for a school is larger than the number of places, the allocations will be made in the following order:

### *Siblings*

Children with siblings who will be in the school at the time of enrolment of the new pupil<sup>1</sup>.

### *Medical*

Pupils with serious medical reasons for needing to attend the particular school. These must be verified by the family doctor and declared at the time of application if known at that time<sup>2</sup>. Decisions on priority of admission on medical grounds will be made on the basis of recommendations received from the Authority's Medical Adviser.

### *Geographical Grounds*

Places are then allocated on the basis of two geographical measurements, taken by the shortest reasonable and lit walking routes:

from the pupil's home to the school;

from the pupil's home to the nearest alternative community school at which a place can be made available<sup>3</sup>.

### *Pupils with Statements of Special Educational Needs or an Educational Health Care Plan*

Pupils with statements which indicate that mainstream schooling is appropriate will usually be allocated places before the process for non-statemented pupils in the same age group is conducted. This does not mean that parents of statemented pupils can choose their school. The policy provides for the application to be considered before the main allocation process begins so that early and meaningful consultation can take place about the named school. Only where agreement is reached on the named school will the place be allocated before the normal admissions process begins for other applicants. Wherever possible, when agreement is not reached and where the pupil cannot qualify for a place at the preferred community school under the normal admissions policy, a place at the school will be held pending the decision of the SEN Appeals Tribunal.



<sup>1</sup> Separate infant and junior schools on the same site count as one school for this purpose and sibling priority also applies to pupils, other than brothers and sisters, who are part of the same family unit and who are resident at the same address.

<sup>2</sup> For primary school admissions, the medical condition of a parent may also be taken into account.

<sup>3</sup> Those for whom the journey to the nearest alternative community school would be unreasonable and those closest to the preferred school will be offered places up to the school's admission limit



### *'Mid year' Admissions*

The process described above is that used for dealing with large numbers of children of the same age entering school at the same time – at ages 4 and 11 (note: children transferring from "feeder" infant schools to linked junior schools have priority of admission). Many applications have to be processed individually at other times as pupils transfer between schools for whatever reason. For these pupils, parents will be advised which schools are known to have places and a statement of preference will be invited. If the preferred school has a place available it will be allocated. If the school is full the nearest alternative school with a place will be offered and the applicant will be placed on the "waiting list" of the preferred school.

### *Waiting Lists*

Parents may request that their application is kept on file until a place at a preferred school becomes available. The pupil must remain on the roll of another school at this time. When a place becomes available in an otherwise full school, all current applications for a place in the year group will be considered equally.

The Council will not, therefore, maintain ordered waiting lists for schools. Information can be provided to parents about the order of priority of applications for a school being held at a particular time but no guarantee can be given that higher priority applications will not be received by the time a place becomes available.

Full details of admission arrangements are available from Croydon Council.

### **The School's Ethos and Values**

The individual character of our school is encapsulated in the 'Pegasus People' statement. This makes clear to everybody, adults and children alike, in plain language what it is that makes our school special



- *We care*
- *We are proud of ourselves and proud of each other*
- *We are safe, healthy and happy*
- *We have good manners*
- *We strive to be independent learners*

We aim to offer maximum opportunity to every pupil to excel, irrespective of identity, 'race', cultural tradition or community experience.

Our aim is to ensure that we provide genuine equality of access, opportunity and treatment for all our pupils.

### **Respect and Tolerance**

We aim to foster an ethos of respect and tolerance in the school so that everyone can develop a sense of personal identity whilst supporting British values.

We aim to do this through developing knowledge, understanding, skills and attitudes which place emphasis not only on learning about diversity, but also on the values and concerns which different cultures have in common.

Our aim is that each person is able to develop a sense of identity which is confident, strong and self-affirming, open to change and receptive and generous towards other identities and willing to learn from other identities.



### **Building Confidence**

We aim to build confidence in our pupils by ensuring that the pastoral curriculum provides opportunities for all pupils to take an all-round view of their own learning, progress, behaviour and development.

We aim to develop self-esteem, confidence and motivation in all aspects of their lives so that there is no artificial split between the academic curriculum and the pastoral.

We aim to offer a range of teaching styles, including those which develop independence and foster confidence, motivation and a sense of personal worth by drawing on pupils' own personal experience.

### **A Full School Life**

We aim to offer a full school life, which will prepare all pupils for the shared responsibility of citizenship in modern Britain and the world.

### **Consistency and Fairness**

We aim to ensure consistency and fairness throughout the school by making sure that all pupils are aware that staff have very high expectations of them, and are continually challenging all pupils to achieve higher standards.

We aim to foster a positive atmosphere of mutual trust and respect amongst pupils, in which all pupils feel affirmed, safe and unthreatened and where all staff follow agreed procedures for dealing with racist, mistaken or insensitive comments made by pupils.

### **A Safe and Happy Environment**

We aim to create a safe and happy environment in which every child has the right not to have to fight; to expect people to be kind; not to be made fun of; not to be scared of others; to have friends; not to be made to feel sad; not to be scared to come to school; to be safe. Staff work hard to create a stable and secure environment for pupils through the way they deal with them and the way in which they react to children.



### **Equal Opportunities Statement**

The Directors and the Academy Council support Croydon's equal opportunities policy. In society many people are undervalued and may experience disadvantage because of their colour, race, culture, religion, class, gender or special educational needs.

We, at Whitehorse Manor Junior School, feel that every person should be valued and respected equally and that everyone should have the same chance to realise their full potential.

We want our children to play a positive role in society where cultural diversity is recognised and respected.

We shall do our best to appreciate everyone: we will show respect for each other through the way we interact with each other.

Staff at Whitehorse Manor Junior School work to ensure that all children and adults are valued and respected as individuals.

Differences in ethnic group, social, religious and cultural background are celebrated.

All children are expected to participate in the whole curriculum and attain the highest possible standards.

### **Racism and homophobia**

All children and adults must be encouraged to understand how wounding racist and homophobic behaviour can be and must appreciate how seriously it is regarded in our school. Such incidents will be treated in the following manner:

- The incident will be dealt with immediately
- The injured party will be comforted
- The offending party will be reprimanded
- The incident will be discussed with either or both children
- Parents will be informed of the incident
- All such incidents are reported to the Academy Council.

### **School Uniform**

The school colours are burgundy and grey. Children are expected to wear a school sweatshirt, cardigan or jumper, with the school logo. These are available from '**Bubble Gum**' 113 High Street, Thornton Heath. In addition children should wear a white polo-shirt or shirt, grey trousers or shorts, grey skirt or pinafore and sensible black school shoes. **No boots, sandals or trainers are allowed.** Black trainers with a sporting brand label are not a substitute for black school shoes. In the summer term, girls may wear a school summer dress, which is a standard red gingham check. Socks should be plain grey, black or white. Tights should be plain grey, black or burgundy, and of suitable thickness. The school shop also stocks school ties, should you wish to purchase them. Any headwear worn for religious purposes, such as hijabs or turbans, must be black or burgundy. Only Pegasus branded baseball caps can be worn, which are available via our website at [wovina.com](http://wovina.com). A black 'Pegasus' school coat is also available.







**PE kit** consists of a plain white t-shirt and black shorts for gymnastics and dance and children are barefooted. For games and athletics, the same kit is used, but with socks (no tights) and trainers or plimsolls. For outdoor games, black tracksuit bottoms and school sweatshirts may be worn. All children should change for indoor and outdoor PE. Clothes should be non-restrictive, but baggy clothing is unsuitable and a potential safety hazard. We ask for a t-shirt with short sleeves and not a vest. PE bags are available from the school shop. Children who forget their PE kit will be asked to sit out and observe the lesson and parents will be informed. PE bags are sold in the school shop.

All PE clothing should be left in school and only taken home each half term to be washed. Watches should be removed during PE. Long hair, below shoulder length, is a safety hazard and must be tied back carefully. If children are wearing small stud earrings, the only jewellery allowed in school, these are worn at their own risk. Children are welcome to remove stud earrings for PE.

### **Lost Property**

Lost property is stored in the unit by the ground floor lift. **All school clothing should be clearly named.** Lost property is returned to its owner if named.

### **Jewellery and hairstyles**

Apart from small stud earrings, jewellery is not allowed in school. In preparation for secondary school, we expect hair to be kept sensibly neat and tidy. Mohican hair styles, those with a big length difference between sides and top, colours including dyes and weaves, extravagant or brightly coloured hair accessories and shaved markings or tramlines in either the hair or eyebrows are not acceptable. The school may ask children to remain at home until shaved markings can be corrected.

### **Book bags**

Most children choose to purchase a book bag and these are available from the school shop. This gives children a place in which to store their reading books, reading diaries and homework. **Book bags should be clearly labelled with the child's name.**

### **Mobile phones**

Mobile phones are not allowed in school except by special written arrangement with the class teacher. If the class teacher allows a child to bring a mobile phone into school, for instance when an older child makes their own way home and parents wish to keep track of them, it must be turned off and given to the class teacher to store at the beginning of the day and will be returned at home time. If children bring in phones without permission, or do not hand them in at the beginning of the day, they will be confiscated and returned to the adult carer. Children who repeatedly ignore this rule will no longer be allowed to bring their phone to school. The school accepts no responsibility for any phones brought into school, even those left in the care of a member of staff.

### **Free school meals**

Free school meals will be awarded to children whose parents are receiving any of the following benefits:

- Income Support;
- Income-based Job Seeker's Allowance;
- An income related employment and support allowance;
- Support under part VI of the Immigration and Asylum act 1999;
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual joint income (as assessed by Revenue and Customs) that does not exceed £16,040
- The 'guaranteed' element of state pension credit.

Applications should be made to the school.

### **Organisation for Learning**

Classes are arranged according to age and are of mixed ability. Children are organised and taught in a variety of groupings such as individually, as a class, in a mixed ability groups or in a similar ability group, depending on the learning activity.

On one afternoon per week, from 2:00pm-3:00pm, we run enrichment sessions in which the children have access to a wide range of activities.



### **The school day**

The school day begins at 9.00am and finishes at 3.15pm. The doors are opened at 8:45 am allowing a prompt start at 9:00am. Early work is available in classes from 8:45 am and getting children into school at this time is strongly recommended. We also have a breakfast club which operates from 7.30am. If it is wet before the start of the day, children and adults wait under the canopy area, under the cloister around Year 4 or under the Year 6 patio deck. Children should be collected promptly at 3.15pm from the playground, unless participating in an after school activity, when they should be collected at the time arranged, from the place arranged. For safety reasons, children and adults are not allowed to enter or leave the school premises by the back gate onto the car park and this entrance/exit is for staff cars only.

### **Late collection**

Please contact the school if you have an emergency and are unable to collect your child at any time or if you anticipate being late. We will try our best to help.

Children who are not collected on time will be taken to wait in the Learning Mentor's room until a responsible adult arrives to collect them. This adult will be expected to sign the lateness register which explains why the child was collected late. Children who are repeatedly collected late will be referred to the Designated Person in Charge of Child Protection. Children cannot be released into the care of an unknown person. Parents must provide authorisation, verbal or written, for another person to collect their child. Although older children may walk home from school unaccompanied, children who have appointments in the middle of the school day must always be collected by a responsible adult. We reserve the right to place your child in our after school club and charge you for this.

In cases where children are not collected and no contact with parents can be made the school adheres to Croydon Council's agreed protocol. This protocol specifies the time at



which children who have been abandoned should be taken to the council's offices so that they can be put into temporary care. Copies are available from the school office.

**Please ensure that your contact numbers are up-to-date and that the school has numbers for friends and family who can be contacted in the event that your child is not collected from school.**

### **Visiting the School**

Parents are welcome to visit the school to meet with staff. If you wish to speak to a member of staff please telephone the school office to make an appointment. Staff are happy to see parents after school and will do their best to be available. However, they are often involved with after-school activities and may need to rearrange for a more convenient time.

The Head of School will always see parents at short notice if she is available, or by appointment. If this is not possible, and the matter is urgent, the Deputy Head of School or Senior staff may be available to help you.

### **Complaints**

We hope you will be happy with the efforts that are made by the school to ensure your child receives the best possible education whilst at Whitehorse Manor. However, we understand that there may be occasions when you feel that you wish to make a complaint. The school has a well-documented complaints procedure, a copy of which can be obtained from the school office or can be found on the school's website. Any matters of concern should be made in the first instance to your child's teacher. If the matter cannot be resolved, the Head of School should be informed. You may then wish to involve the Academy Council, our version of a governing body, and failing this, the directors of the academy trust. The Chair of the WHJUN Academy Council is Mr Richard Hill, and he may be contacted via the school office. He is also the director of the academy trust.



### **Attendance and punctuality**

Attendance and punctuality are very important. Please make sure your child attends regularly and arrives on time. We open the school at 8:45 and children may go to their classrooms at this time. The morning register is taken promptly at the beginning of the day. Any child arriving after 9.00am is late, and this is recorded. If your child arrives after 9.25am, the absence is unauthorised and is reported to the school's attendance officer.

If your child is unwell and cannot come to school, you must inform the school on the first day of absence by telephoning **020 8684 3929**. You can leave a message here which will be picked up by the school's office staff. This telephone message will need to be followed-up in writing when your child returns to school. **A written excuse needs to be given for an absence to be authorised, otherwise it will be recorded as unauthorised.** We follow NHS guidelines regarding the length of time children should be absent following a period of illness. The link can be found here-**[www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school](http://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school)**. Any queries please speak to the Head of School.

## Exceptional leave

Parents / carers should not take their children away from school during term time for holidays. A form is available from the office requesting exceptional leave and must be submitted before the absence begins. Please be aware that the Head of School, working with the school's educational welfare officer (EWO), has the power to issue a 'fixed penalty notice' if parents decide to go ahead with exceptional leave that is not requested and authorised in the correct way

## Commitment to sustainable travel

In our school travel plan we commit to:

- improving the safety of journeys to and from our schools;
- reducing the number of car trips made by staff and parents;
- increasing awareness of the alternatives to driving;
- encouraging the use of walking and public transport on the annual school journey and during visits;

The most popular form of transport for children at Whitehorse Manor Junior School is walking. Most of our children live close to school and parking facilities around the school are limited. We encourage all parents and staff to avoid driving whenever possible.

## Lunchtime at School

Children have lunch between 12.30 and 1.20pm in the gym or hall. Classes enter on a rota basis so that all children get the opportunity of being first and last! Children may have a school lunch (free to those eligible for a free meal, £2.20 per day for others), or may bring sandwiches. We are a 'cashless' school and school meals must be paid for using 'Magic Booking', details of which are available from the school office. Pupils may also bring a drink, but only in plastic bottles or cartons, and the drink must not be fizzy. We operate a healthy eating policy and children should not bring sweets or confectionary bars in as part of their lunch. Due to the risk of harm to children with extreme nut allergies, **we are a 'nut free' school**. Any food products containing nuts, including hazelnut chocolate spread, are not allowed in school. Pupils may also go home for lunch provided they are collected from school and return by 1.10pm. Pupils should not bring games from home to play at school as they may get lost or broken. The school will provide games and equipment for playtime sports.



## Healthy schools

Because we are a healthy school we do not allow sweets or crisps at playtime. Children are welcome to bring fresh fruit in as a snack and we sell apples on the playground for 20p each day. We do allow children to distribute treats for their birthday at home time. These are to be taken home so parents can decide if they wish their child to have them. Whole cakes that need to be cut by staff members will not be distributed. Instead of treats, we encourage parents to send in a book for the class book corner to be enjoyed by all the class. The school has a policy which covers all aspects of food and drink in school which is available on our school website.

## School Milk

Our school milk is provided free of charge by Harrison's caterers and available in the lunch hall at lunchtimes.

## **Chewing gum and sweets**

Sweets are not permitted in school and these will be confiscated and returned to the adult carer at the end of the school day. Chewing gum is not permitted in school. As chewing gum can be particularly damaging to school property, children who repeatedly ignore this rule may face temporary exclusion from school. This is in-line with the policy in our local secondary schools.

## **Medicines**

As a rule, medicines should not be brought to school. However, children with a continuing need for medication, for instance in cases such as asthma, severe allergy or ADHD, are allowed to keep their medication in school. Clear instructions for use and dosage must be given to the school and a form is provided for parents to authorise their child to take such medicines. In all cases, any other short term medicine needs to be prescribed by a doctor. If a member of staff agrees to assist your child in taking their medication this is done on an entirely voluntary basis and with the parent taking full responsibility.



## **Illness and Accidents in School**

If a child becomes ill or has an accident at school, parents /carers are contacted by telephone. In most cases, minor injuries that we know about will be dealt with by a first-aider in school and children will either bring a slip home or be expected to be able to tell their parents themselves. There is always a trained first-aider on the school premises who will deal with your child if necessary. If hospital care is required, we will expect the parent / carer to take the child. However, in an emergency an ambulance may be called and a member of staff will accompany the child until a responsible adult arrives.

**It is therefore essential that we always have your up-to-date contact numbers and alternative numbers, should we be unable to contact you.**

## **Charging Policy**

State Education is free and we make no charge for your child's education. However, as part of our curriculum, children go on trips and we arrange other activities in school that can only take place if parents contribute to their cost. We will occasionally ask you for a voluntary contribution towards such costs and we will keep them as low as we can. Without these contributions, trips and extra activities cannot take place.

We provide children with the pens, pencils, etc. that they require during the day. However, some children lose or damage these items, and they are expected to replace them as necessary. We operate a school 'shop' where necessary items may be purchased at cost. This takes place on Tuesday and Friday mornings from 8.45 – 8.55 in the atrium area.

Where a charge is made for extra-curricular clubs, the cost will be made clear at the outset, when the club is booked.

## **Data Protection Act – Fair processing notice.**

Schools, Local Authorities (LAs), the Department for Education and Skills (DfE), the government department which deals with education, the Qualifications and Curriculum



Authority (QCA), Ofsted and the Learning and Skills Council (LSC), the London Borough of Croydon (Social Services and Education departments) and Croydon Primary Care NHS trust all process information on pupils in order to run the education system, and in doing so have to comply with the Data Protection Act 1998. This means, among other things, that the data held about pupils must only be used for specific purposes allowed by law.

Information on what these agencies use this information for is contained in Croydon education department's fair processing notice which can be found on the policies page of our website. Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- the school at Whitehorse Manor Junior School, Whitehorse Road, Thornton Heath, CR7 8SB
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA;
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE;
- LSC's Data Protection Officer at Cheylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT;
- the DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA.

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the information requested.

Separately from the Data Protection Act, regulations provide a pupil's parent (regardless of the age of the pupil) with the right to view, or to have a copy of, their child's educational record at the school. If you wish to exercise this right you should write to the school or provide us with 24 hours' notice.

## **Behaviour**

We have a clear behaviour policy, available on our website, and keep parents informed about behaviour via a 'sunshine card' which children bring home each evening, and which parents are expected to sign once a week.



Behaviour is taught to children and should be reinforced at home.

At Whitehorse Manor Junior School we aim to create a happy, safe, caring and stimulating environment for all. We aim to encourage self-discipline and to keep rules and regulations to a minimum. As members of the community we aim to build positive relationships with each other, with the children and their families.

As members of the school community we all have rights and responsibilities. We believe that everyone at school is important and to be valued. We expect each individual to respect others, their

families, culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.

This means:

1. Keeping calm
2. Listening carefully
3. Being sensitive to others' points of view

4. Being consistent in our dealings
5. Using humour and praise wherever possible
6. Not talking negatively about children in front of them or in front of other children.
7. Learn to ignore unrealistic threats, so we are careful to talk about sanctions we mean to uphold.
8. Admitting when we are wrong.

Adults should at all times set a good example – being confident, firm, reasonable, realistic and fair.

The most important rule, for adults and pupils alike, is to:

### **EXPECT GOOD THINGS!**

#### **EVERYONE AT SCHOOL**

- is important and valuable
- is here for a purpose
- has an important contribution to make

#### **SHOW RESPECT**

- for every person
- for property and the school environment

#### **TREAT**

- everyone as an individual



Time is allotted in the classroom and assembly to talk about acceptable and desirable behaviour. There will be a practice of praising good behaviour throughout the school.

#### **POSITIVE BEHAVIOUR – will be recognised by**

- praise from adults and peers
- a sunshine day stamp in the 'sunshine card'
- being given responsibilities e.g. monitors
- using reward stickers
- whole school systems such as house points, blue beads, lining up points etc.
- sharing achievements with other staff
- sharing achievements with other classes in assembly
- special rewards such as top table, common room or tea time

### **Bullying**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We have an anti-bullying policy which gives this definition of bullying:

- 1. Bullying is ongoing. It is not the same as a conflict between two individuals or a random unprovoked aggressive act.**
- 2. Bullying is deliberate and often premeditated.**
- 3. Bullying is unequal – it involves a power imbalance (this can result from size, number, higher status or as a result of having access to limited resources).**

We will deal with any incidents of bullying according to our policy which can be found on our website.

Children can confidentially report bullying via the 'bullying box' in the atrium area or by speaking directly to their teacher, the Head of School, Deputy Head of School or Learning Mentor.

## Homework

Homework is important because:

- It can help pupils make more rapid progress in learning;
- Working at home can provide a quiet and private space for thoughtful work of all kinds;
- It can allow valuable practice of skills learned in the classroom;
- It can involve parents / carers and other in the pupil's work for their mutual benefit;
- It forms a link with the methods of study crucial to success later in secondary school;

Homework is set in accordance with our homework policy which is approved by the Directors. Homework will involve reading, an online based maths program ('Mathletics') and other homework, including project work. Homework is set on a Friday and must be returned by Wednesday. This allows time for children to raise questions about the homework set on a Monday or a Tuesday.

**Teachers cannot guarantee to mark homework that is submitted late.**

Each pupil has a homework reading diary which should be used regularly as a contact book between home and school. Children are expected to read every day for a minimum of ten minutes.

Parents / carers are asked to sign the reading record on a weekly basis to confirm that the child has either read to the parent or the parent has witnessed the child quietly doing their reading.





You can help your child by:

- Checking that homework details are filled in clearly and regularly in the book;
- Signing the diary once a week;
- Organising your child's time to the best advantage so that things are not left to the last minute or forgotten;
- Trying to make sure that there are suitable working conditions at home and access to a computer for mathematics;
- Taking a positive and active interest in your child's homework rather than just insisting that it is done;
- Letting us know if there are problems with homework that you cannot resolve. Contact the class teacher in the first instance who will be glad to help.



### **After school clubs**

The extended schools' co-ordinator, Mrs Christopher, organises a number of clubs after school which parents are informed about each term. Clubs normally run for between 6-10 weeks before the next set begin. Parents should ensure that they retain the letter that gives details about the club (start and finish time, any dates when the club will not be on) and arrive promptly to collect their children at the specified time. Some after school activities take place off the school site and in these cases permission is sought from parents before children are enrolled.

### **Special Educational Needs**

Every child has individual needs and brings different experiences, talents, interests and strengths to our school.

Our intention is for each child to reach his or her maximum potential in a caring supportive environment, that provides equal opportunities for all, and to create an inclusive environment in which every child is able to access the whole curriculum.

Our aims are:

- To ensure equality of opportunity/entitlement and access to the curriculum for all children
- To maintain a programme of support and referral that will enable the children to receive the help they need quickly and effectively
- To ensure that parents are able to play their part in supporting their child's education
- To outline the provision for identifying, assessing and meeting special educational needs
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems
- To develop skills in identifying children with learning problems and construct suitable programmes of work
- To identify roles and responsibilities of staff in providing for children's special educational needs

- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow
- To take into account the wishes of the child relevant to their age and comprehension

Procedures for identification, assessment and review are conducted in accordance with the Code of Practice. Children who may need special consideration in our school include those who:

- have a physical or sensory need
- have a general or specific learning difficulty
- have a different level of achievement from their peers
- have a social or emotional problem

At this school we believe in the early identification/assessment of Special Education Needs, and use a variety of means. Where a child needs support that is different from or additional to the differentiated curriculum within the class, a 'pupil passport' with targets, outlining provision, is drawn up by the class teacher, in liaison with the Inclusion Manager (IM) and the parents of the child. Children are consulted about their own targets and take some responsibility for achieving them.

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. In order for parents to be active partners it is essential that they fulfil the following responsibilities:

- Uphold the Home-School agreement
- Ensure children attend regularly
- Attend parent consultation and review meetings
- Meet with other agencies/services as required
- Support work at home
- Keep school fully informed at all times

The class teacher informs the parents at the earliest opportunity to alert them to concerns and to enlist their active help and participation.

### **'Gifted and talented' children**

The Department for Education defines 'gifted' children as those within the top range of a class in any academic year. 'Talented' children are those who demonstrate abilities in the Arts and sport. We provide extra opportunities for these children through extra-curricular work and differentiation within class. We identify these children through our classroom observations. We formally recognise their abilities by presenting a 'gold award' each half term.

### **Sex and Relationship Education (SRE)**

Our policy was written in 1996 after consultation with parents, and amended in 2005. Sex and Relationship Education is an integral part of our PSHE curriculum. It is taught within a moral framework which is sensitive to the needs and beliefs of all pupils and their parents / carers. 'Relationships' is a SEAL (social and emotional aspects of learning) topic, taught in each year group. The human reproduction aspect of SRE is taught at the end of Year 5 and linked to the science curriculum

At levels appropriate to the age and ability of the children, we aim to:

- Develop self-awareness, self-esteem and respect for others
- Develop skills to make choices and decisions

- To understand about family life and the relationships within family networks, friendships and the community
- Encourage personal hygiene
- Enable pupils to know and identify the internal and external body parts
- Enable pupils to know about reproduction and sexual activity
- Enable pupils to know about puberty, menstruation and the emotional and physical changes they cause
- Help children to recognise physical, cultural and emotional similarities and differences
- Develop an awareness of personal safety and acquire assertiveness skills
- Introduce pupils to the subjects of HIV, AIDS, other STDs and contraception. To answer related questions about sensitive issues when raised

The full policy is available to parents on request and parents will be consulted before any changes in the policy.

The sex education builds on the work covered in the Key Stage 2 science curriculum. Where discussions relating to sex education arise as part of a National Curriculum subject, the governors will accept the professional judgement of the teacher regarding the discussion as long as it conforms to school policy.

Requests for withdrawal from sex education must be made in advance to the class teacher. Parents will be informed in advance of sex education lessons (in Year 5) and given an opportunity to view the material used.

### **Plays, assemblies and productions**

At Whitehorse, we pride ourselves on our productions and benefit from an exceptional stage and Hall in which to put on a show! All children are expected to participate in whole school productions. Where parents wish a child to be excused from participating for any reason, they must apply in writing and meet with the Head of School to discuss their reasons.

### **English**

Our aim is to ensure that children are able to use English confidently, appropriately and accurately to the best of their ability.

We encourage children to:

- read and write with confidence, fluency and understanding;
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.



The school follows the National Curriculum (2014), and offers daily lessons in 'literacy' with all classes undertaking extra opportunities for reading, spelling and writing in sessions at other times during the week. The National Curriculum for English includes the requirement that English should take place within the contexts of Spoken English, Reading and Writing:

### *Spoken English*

Good oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process through which pupils read and compose texts. We stress the importance of spoken language through every area of the curriculum. We encourage children to share ideas, to put forward reasoned arguments and to listen to other people's viewpoints. They take part in assemblies, performances, express and justify opinions and preferences and respond to each other thoughtfully. If English is not a child's first language, extra support is given by EAL support staff.

### *Reading*

Children have reading activities every day; it has a high priority at WHJUN. Each class has access to a range of high quality fiction, poetry, drama and non-fiction texts, which children are encouraged to use, enjoy and evaluate. Parents are invited to work in partnership with the school in developing their child's ability to read. Children are able to borrow books regularly to read at home and parents are expected to sign their child's Homework diary/Reading Record regularly.

### *Writing*

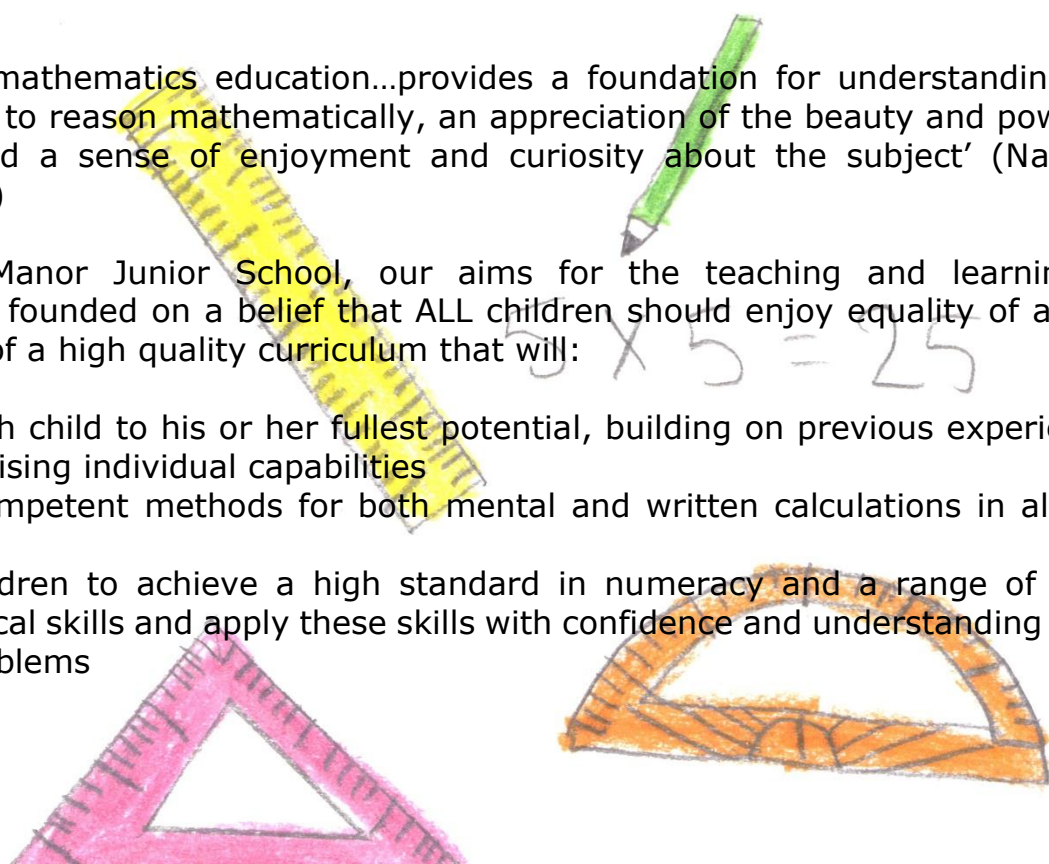
Our children are taught writing during daily literacy lessons and within other subjects. This involves the children learning the basics of grammar, punctuation, spelling and handwriting, as well as writing for different purposes and audiences. We want our children to develop into fully independent writers able to use all the various styles and conventions of writing. They are provided with opportunities to evaluate and improve their work through editing, proof-reading and redrafting. Writing and reading are seen as complementary. Children are taught to use a cursive script and to present their work neatly.

## **Mathematics**

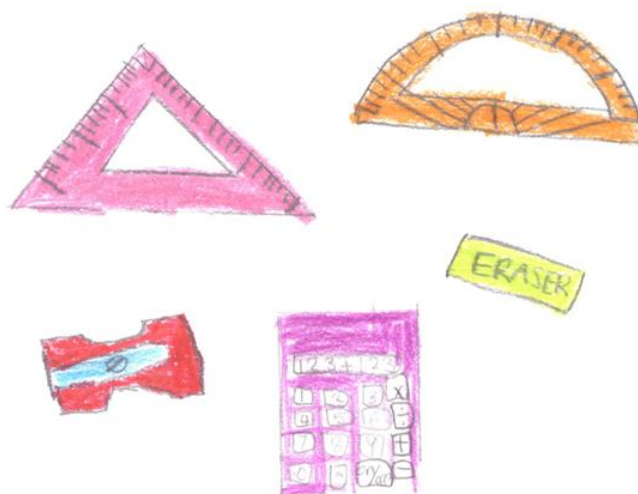
'A high-quality mathematics education...provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject' (National Curriculum 2014)

At Whitehorse Manor Junior School, our aims for the teaching and learning of mathematics are founded on a belief that ALL children should enjoy equality of access to the provision of a high quality curriculum that will:

- extend each child to his or her fullest potential, building on previous experiences and recognising individual capabilities
- develop competent methods for both mental and written calculations in all four operations
- enable children to achieve a high standard in numeracy and a range of other mathematical skills and apply these skills with confidence and understanding when solving problems



- foster interest, confidence and enjoyment in mathematics and inspire children to appreciate the mathematics of many cultures
- provide opportunities to apply mathematical learning in everyday situations and enable children to use and apply their knowledge in the world outside.
- enable children to have a sense of the size of a number and where it fits in the number system and know by heart number facts such as number bonds, multiplication facts, doubles, and halves.
- enable children to:
  - (i) calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies and understanding of the required operations,
  - (ii) recognise where it is appropriate to use a calculator, and be able to do so effectively.
- encourage children to explain their methods and reasoning and use correct mathematical terms and to judge whether their answers are reasonable and have strategies for checking them.
- provide contextual challenges which span the whole application of mathematics, including the use of data, geometry and measures.



### *Organisation*

Children are taught mathematics daily. The areas of mathematical learning covered by the National Curriculum 2014 are: Number (number and place value, addition and subtraction, multiplication and division, fractions); measurement, geometry (properties of shapes, position and direction) and statistics, all of which are under-pinned by the requirement to apply understanding to solve problems, to identify patterns and reason with number. Lesson objectives are always shared with the class and expectations made clear.

All mathematics lessons are based upon common objectives for the class, but teaching aims to meet the needs of the individual and to encourage independence. Within each lesson, there is suitable differentiation to meet the needs of the whole class, groups and individual children.

### **Science**

In our Science curriculum, children learn about:

- A wide range of living things: humans and other animals, green plants, identifying locally occurring plants and animals, protecting living things and the environment and micro-organisms.

- Materials: grouping and classifying materials, changing materials and separating mixtures of materials.
- Physical processes: electricity, forces, light, sound and the Earth and Beyond.

Children apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They carry out systematic investigations and use a range of reference sources. They make links between ideas and communicate their findings using a wide range of scientific language, conventional diagrams, charts and graphs.



## **Religious Education**

### **Aims**

1. To develop children's knowledge and understanding of the beliefs and practices of different religions
2. To enable pupils to understand and reflect upon the religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for the meaning of life
3. To develop children spiritually and personally by providing opportunities for them to explore and express their own responses and personal beliefs.

Throughout the teaching of RE, we want to develop positive attitudes and values such as positive self-esteem, a respect for others and their beliefs and an appreciation of the natural world. These are integral to the teaching of RE in school.

We follow the agreed syllabus for RE in Croydon Schools. Daily acts of collective worship are held in the school. In line with legal requirements these are of a broadly Christian nature. We aim to organise assemblies that value and respect all our children and their families so that everyone feels able to participate.

Parents have the right to withdraw their child from religious education and collective worship. The Head of School would value a discussion about this before a final decision is made and to discuss alternative provision for those pupils.

## **Computing**

We believe that computing should be approached as both a taught subject (computer science) and as an integrated tool (ICT) used to enhance all aspects of learning and to prepare children for the future workplace. We aim to enable all children, irrespective of gender, race or ability, to gain the confidence and capability to use ICT in everyday life and to apply the fundamental principles and concepts of computer science. Our school has a high speed dedicated broadband connection to the Internet, and children use wireless netbooks to access the web. Children have access details for Fronter, our managed learning environment (MLE) and can access resources and educational games via this at home and at school. Pupils have the opportunity to use data logging; control robots; voice recorders; video and still cameras; sound production equipment and interactive whiteboards.

## **Thematic curriculum**

Through our 'thematic curriculum' subjects (History, Geography, DT and Art) are combined into themed work which is more meaningful to the children. There are 2 themes per year for each year group with each theme running for half of an academic year. At present our themes are:

<b>Year 3</b>	<b>The Crystal Palace</b>
	<b>The Stone Age</b>
<b>Year 4</b>	<b>When in Rome</b>
	<b>Invaders and settlers</b>
<b>Year 5</b>	<b>The Vikings are coming</b>
	<b>Crime and punishment</b>
<b>Year 6</b>	<b>Greece is the word</b>
	<b>Walk like an Egyptian</b>

In our planning for our thematic work we use the best elements of many different schemes of work, as well as original material that teachers themselves have contributed. The work moves towards children engaging in independent research and they are carefully guided towards this by teacher led whole class sessions and 'carousel' work in which some groups are working independently and some groups are working with an adult.

By independent research we do not mean that the children are left to work without any adult intervention but rather that the direction their learning takes at this stage is determined by the child. If they are not confident working on answering their own questions it may be that they would work with another child or in a friendship grouping. Some suggestions of what this independent work might constitute are: library research, using the internet, devising a questionnaire, taking photographs, recording a spoken answer. Answers may be **recorded** as a written piece, a table, an ICT presentation ('2 connect' or 'Powerpoint'), labelled photographs, a labelled diagram, a picture, a sculpture, a recording, a video, something that is cooked (photographed), a model (photographed), a comic strip etc.

Independent research is arranged when all previous lessons have been completed to a good standard. It may be that some children only get a few sessions of independent work as the emphasis is on quality not quantity.

## Enrichment

One afternoon per week, children take part in enrichment activities. These include a modern foreign language (French), keep fit and PSHE. We consult with our pupils through our school council to ensure that we adapt our enrichment activities to the preferences of our pupils.



## Music

Music is important for all children and is a big feature of our school. It helps to develop the child's short and long term memory, the ability to perform from visual signs and symbols, and the ability to listen with concentration. Playing an instrument extends these skills and develops co-ordination and control. Children are given opportunities to perform, giving them greater confidence to express themselves and have opportunities to sing, play instruments, compose and listen to music. There are regular weekly music lessons given by specialist music teachers and many informal opportunities for music making.

Music is used in assembly and in other lessons including Art, Drama, English, History, P.E., R.E. and Science. Children sing and listen to music in



assembly. The School has a good range of percussion and tuned instruments which the pupils learn to play in composition and performance. They are encouraged to listen attentively and use appropriate language to talk about music. Music making is an important part of the social and community life of the school.

The school has a choir for talented singers and pupils who sing in the choir are often given opportunities to perform at venues such as the Fairfield Halls.

## **Physical Education**

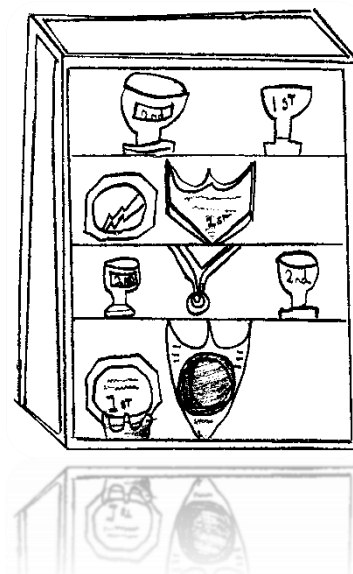
Physical Education forms an essential part of the curriculum at Whitehorse Manor. It educates pupils in the knowledge of the body: how to use their bodies efficiently and effectively, and the importance of a healthy lifestyle. A balance of individual and team, co-operative and competitive activities cater for each pupil's ability and potential.

We cover a wide range of activities throughout the Key Stage where pupils have the opportunity to learn new skills whilst consolidating and building upon existing ones.

The children are taught through the following areas of activity:

- Games: *football, basketball, hockey, netball, lacrosse, volleyball, tennis and cricket*
- Gymnastics
- Dance
- Athletics
- Swimming

There are also a wide range of extra-curricular sports clubs which children who have a particular interest or talent are encouraged to join. After school clubs are an enjoyable and useful way of extending opportunity to these children. As part of these clubs, children may have the opportunity to represent the school in competitions and tournaments. A list of clubs for each term is provided on the school's website.



If a child is not participating in a lesson due to illness or injury, etc. this should be backed up by a letter from home. Records will be kept of those not participating and contact made with parents for those children who persistently forget their PE kit.

## **Swimming**

The National Curriculum sets the target that all children should be able to swim 25m by the time they leave their junior school. We put a great deal of time into making sure that our children achieve this target through weekly swimming sessions at Thornton Heath pool for pupils in Year 4. Swimming is a required subject within the National Curriculum and therefore is not optional.

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